

Indiana's P-16 Plan for Improving Student Achievement



The complexity of today's world calls for an education system that ensures the vast majority of students successfully complete education beyond high school.

Even those who go directly to work after high school will need additional training and education at some point in their working lives.

Providing all Indiana children with the academic foundation they need to navigate such a world is the basis of the Education Roundtable's P-16 Plan for Improving Student Achievement.

An Integrated Plan for Improving Education

P–16: Ensuring all Indiana students succeed at every level:

- Pre-kindergarten
- K–12
- Higher education

P–16: A strategic framework for aligning:

- policies
- resources
- strategies across all sectors of Indiana's education system

P-16: A strategic framework for achieving policy goals:

- Indiana P.L. 146 (1999)
- Indiana P.L. 221 (1999)
- No Child Left Behind (2001)

70 recommendations in 10 categories

- Academic standards, assessment and accountability
- Teaching and learning
- Leadership and governance
- Early learning and school readiness
- Achievement gaps
- College and workforce success
- Dropout prevention
- Higher education and continued learning
- Communication
- Technology and resources

P–16 Pipeline

Before: *A disjointed system*



P–16 Pipeline

Now: *An integrated approach*



- Support parents in their role as first and most important teachers.
- Provide health screenings and developmental checkups from birth to age seven.
- Focus on reading – promoting family literacy efforts.
- Ensure every child has access to high quality pre-K programs to prepare them for success in school.

P–16 Pipeline

Now: *An integrated approach*



- Provide high-quality kindergarten for all children – make kindergarten attendance mandatory and voluntary full-day opportunities available.
- Focus on reading — ensure all children are reading at grade level by 3rd grade.

P-16 Pipeline

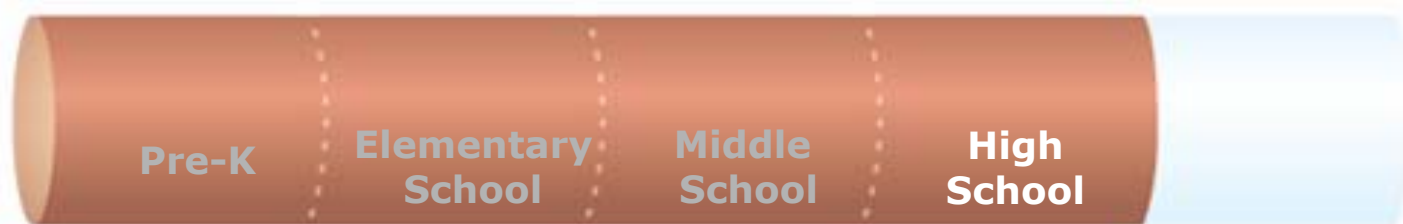
Now: *An integrated approach*



- Prepare all students for challenging high school curriculum.
- Ensure all schools have comprehensive guidance programs that support high academic achievement.
- Strengthen mentoring and dropout-prevention programs.

P-16 Pipeline

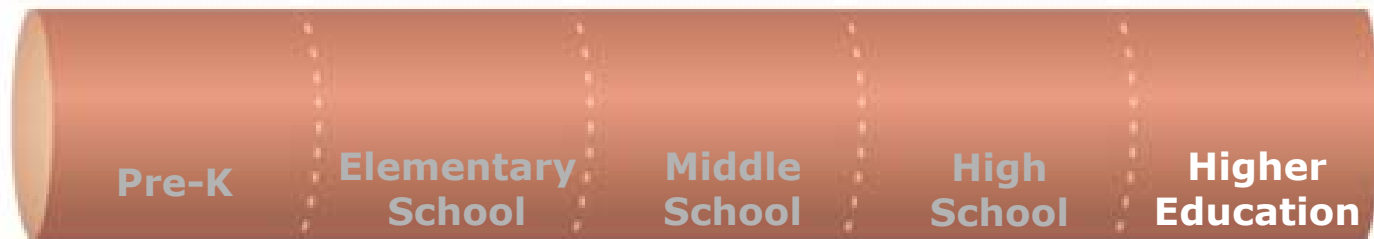
Now: *An integrated approach*



- Require all students to complete Core 40 as the best preparation for workforce and college success.
- Align curriculum, instruction and assessments with college and workforce expectations.
- Give all students access to Advanced Placement and dual-enrollment programs.

P–16 Pipeline

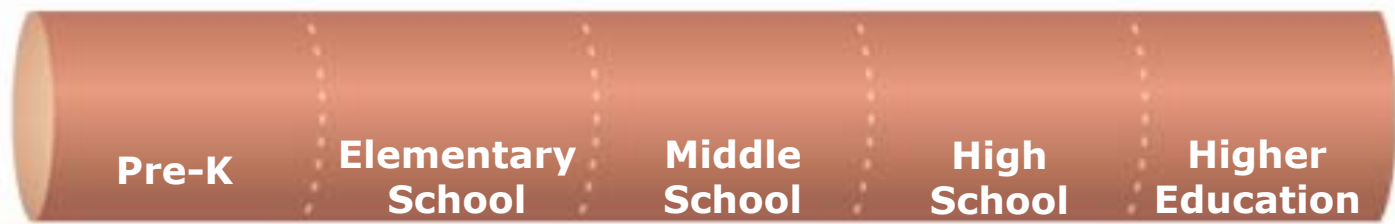
Now: *An integrated approach*



- Increase access and affordability for all students.
- Increase student degree completion by aligning admissions, remediation, placement, and state financial aid policies with the preparation needed to succeed in college.
- Implement an accountability system and annual report card.
- Make teacher preparation a top priority.

P-16 Pipeline

Now: *An Integrated Approach*

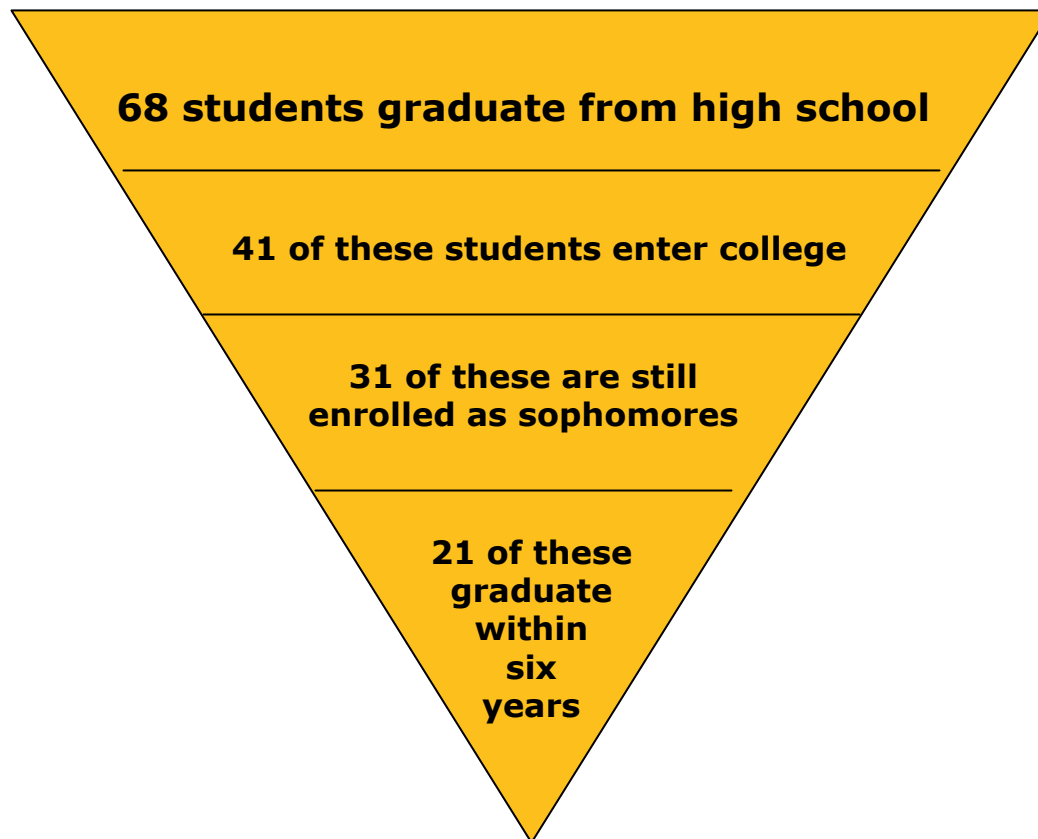


At All Levels:

- Align standards, assessments, accountability and data systems from early childhood through college.
- Recruit, train and retain high-quality teachers and leaders.
- Close achievement gaps among student groups (race, income, disability, etc.).
- Involve families as partners.

Indiana's Reality — Why We Must Act Now

Of every 100 Indiana 9th graders, only

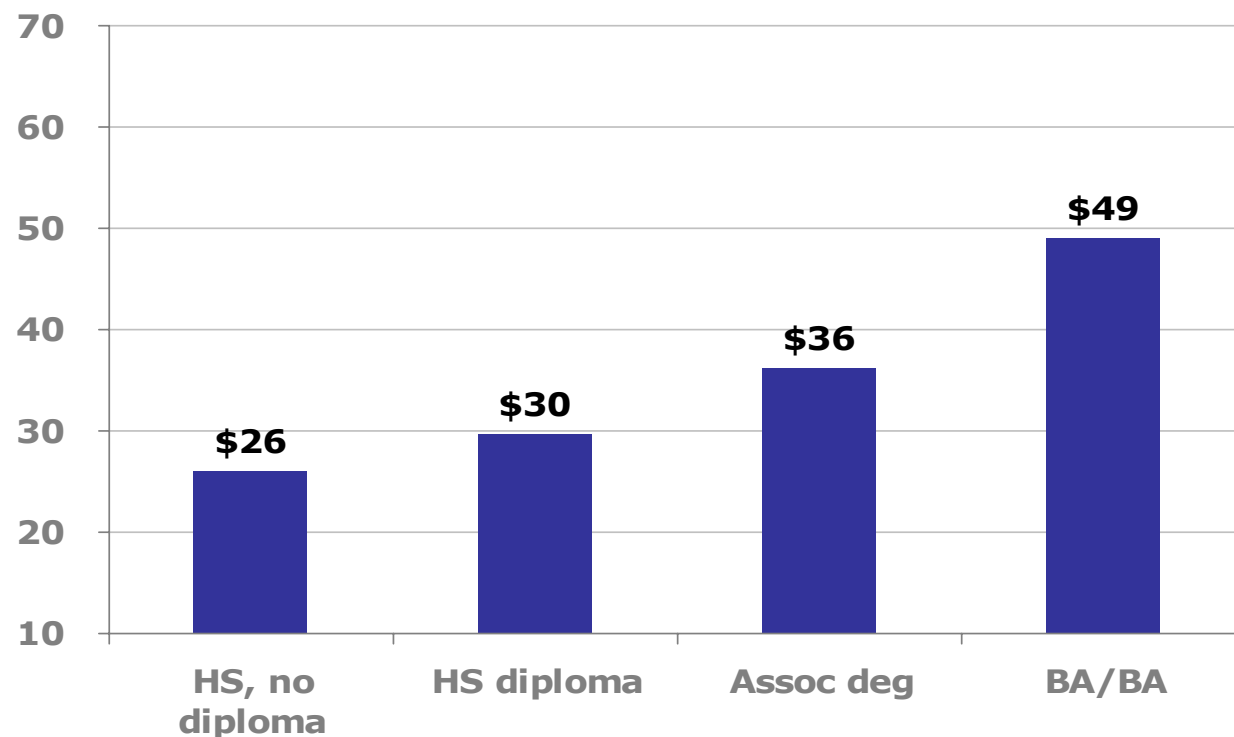


Source: NCES Common Core Data, WICHE High School Graduates, ACT Institutional Survey, NCES-IPEDS Graduation Rate Survey as presented by the National Center for Higher Education Management Systems, 2002.

Higher education pays — and is essential

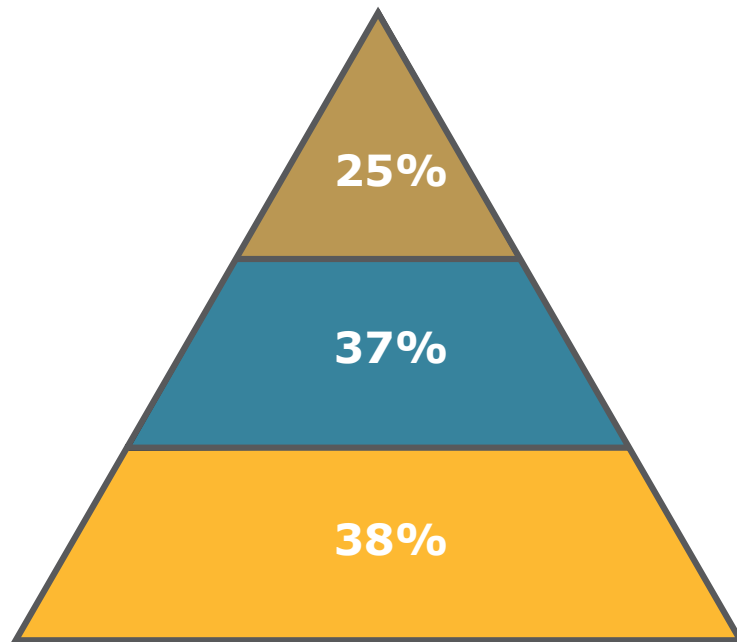
Annual earnings of 25–34 year-olds by educational attainment, 2001

(\$ thousands)



Source: U.S. Bureau of Labor Statistics and Bureau of the Census, *Current Population Survey*, March 2002.

Workplace expectations are increasing



Share of Jobs

- Highly paid professional jobs
earnings: \$40,000+
Projected job growth rate: 20%
- Well-paid, skilled jobs earnings:
\$25,000–\$40,000
Projected job growth rate: 12%
- Low-paid or low-skilled jobs
earnings: Less than \$25,000
Projected job growth rate: 15%

Source: American Diploma Project

All good jobs require high-level skills

- Algebra II is the threshold math course for most workers in good jobs.
- Most workers at all levels of employment must have completed four years of English at grade level or above in high school.
- Taking below-average English or functional/basic English increases the likelihood of being employed in a low-paid or low-skilled job.

Source: American Diploma Project

Tool and die makers need high-level skills

- Four or five years of apprenticeship and/or postsecondary training
- Algebra, geometry, trigonometry and statistics
- Average earnings: \$45,500 per year

Source: American Diploma Project and Indiana Department of Workforce Development 2002

Sheet metal workers need high-level skills

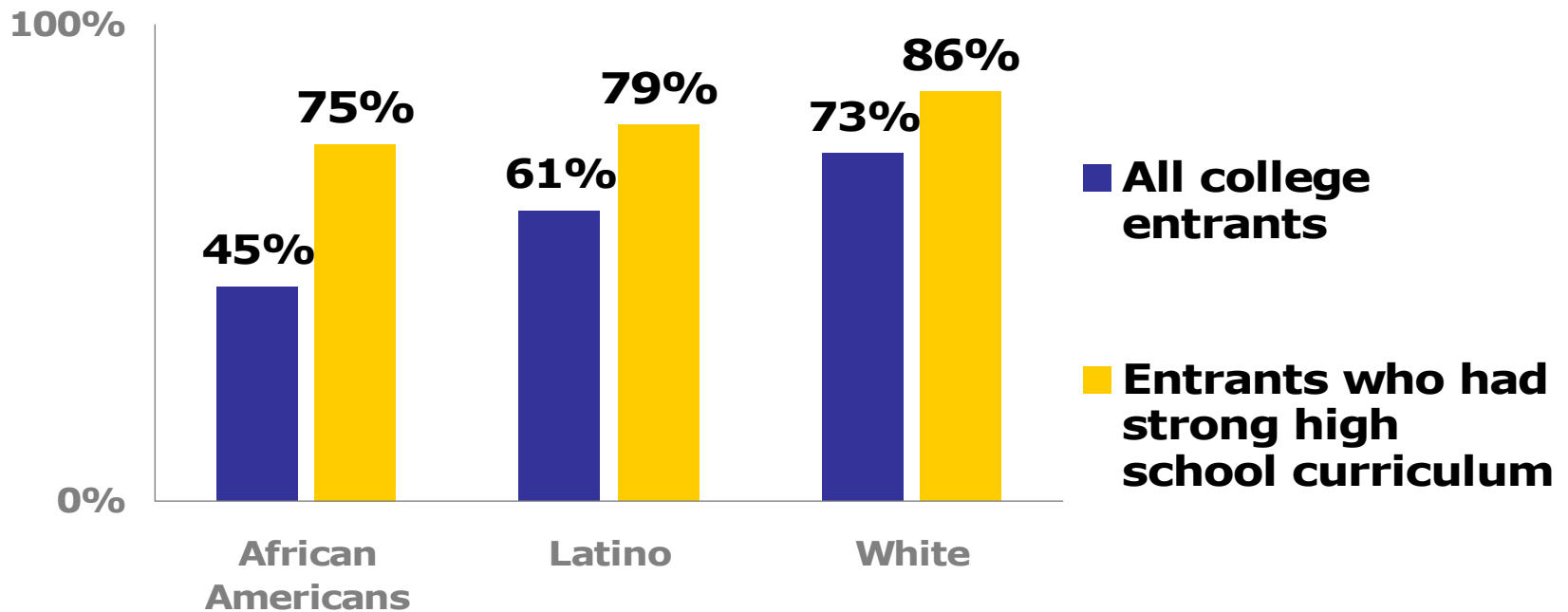
- Four or five years of apprenticeship
- Algebra, geometry, trigonometry and technical reading
- Average annual earnings: \$35,000

Source: American Diploma Project and Indiana Department of Workforce Development 2002

Preparation for success

A strong high school curriculum* improves college completion for all students

% of students who complete college by race

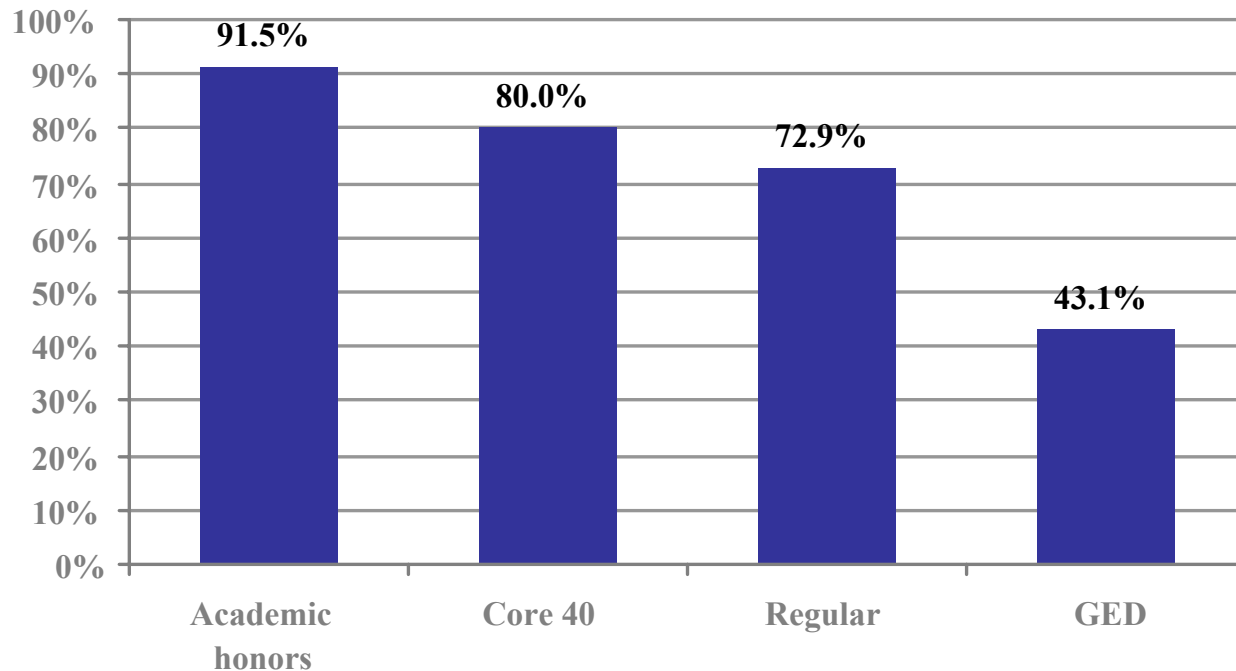


*Completing at least Algebra II plus other courses.

Source: Adapted from Adelman, Clifford, U.S. Department of Education, *Answers in the Toolbox*, 1999.

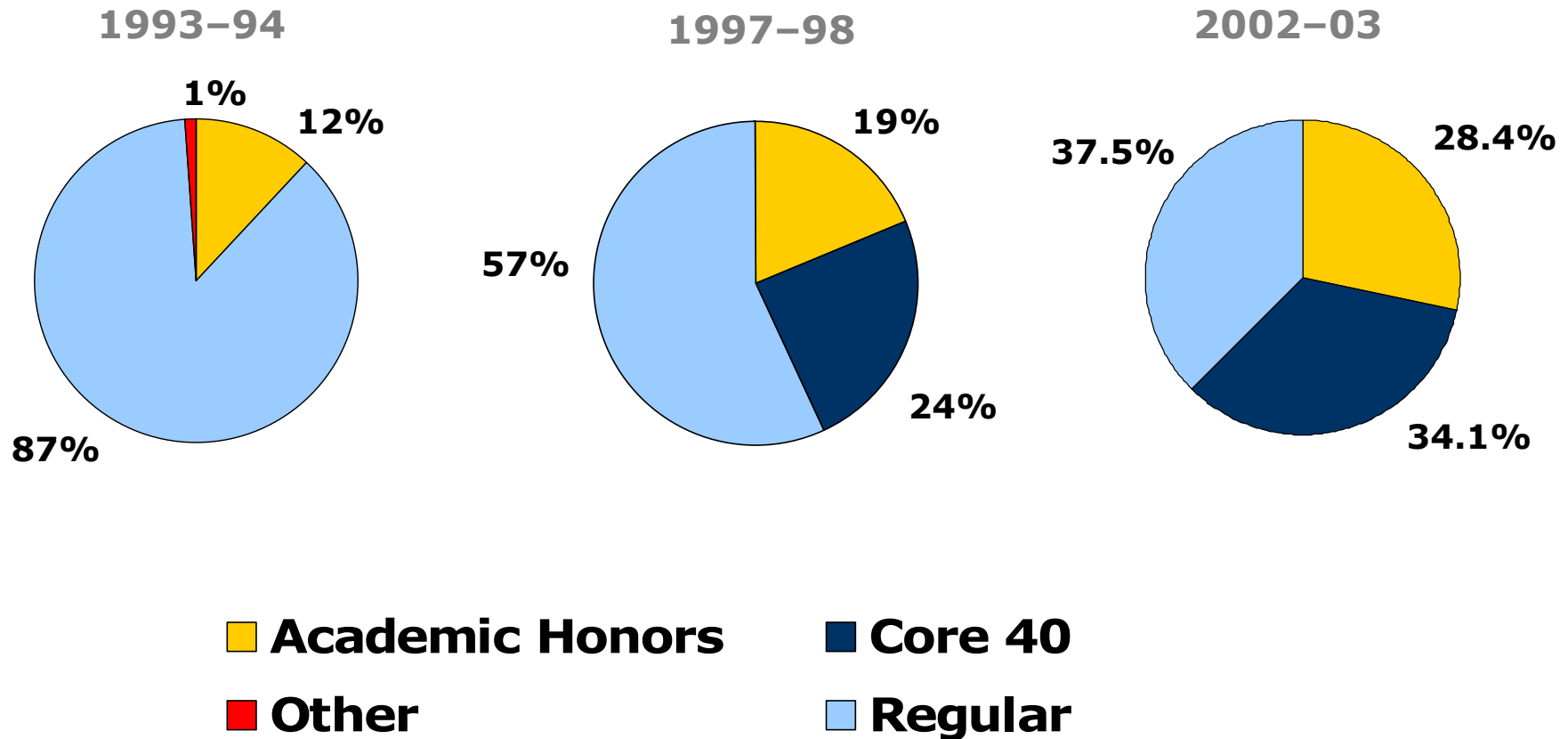
Strong high school achievement predicts initial college success

1999 Indiana high school graduates persisting to the second year in college



Source: Indiana Commission for Higher Education, Student Information System.

More Indiana graduates are earning higher-level diplomas

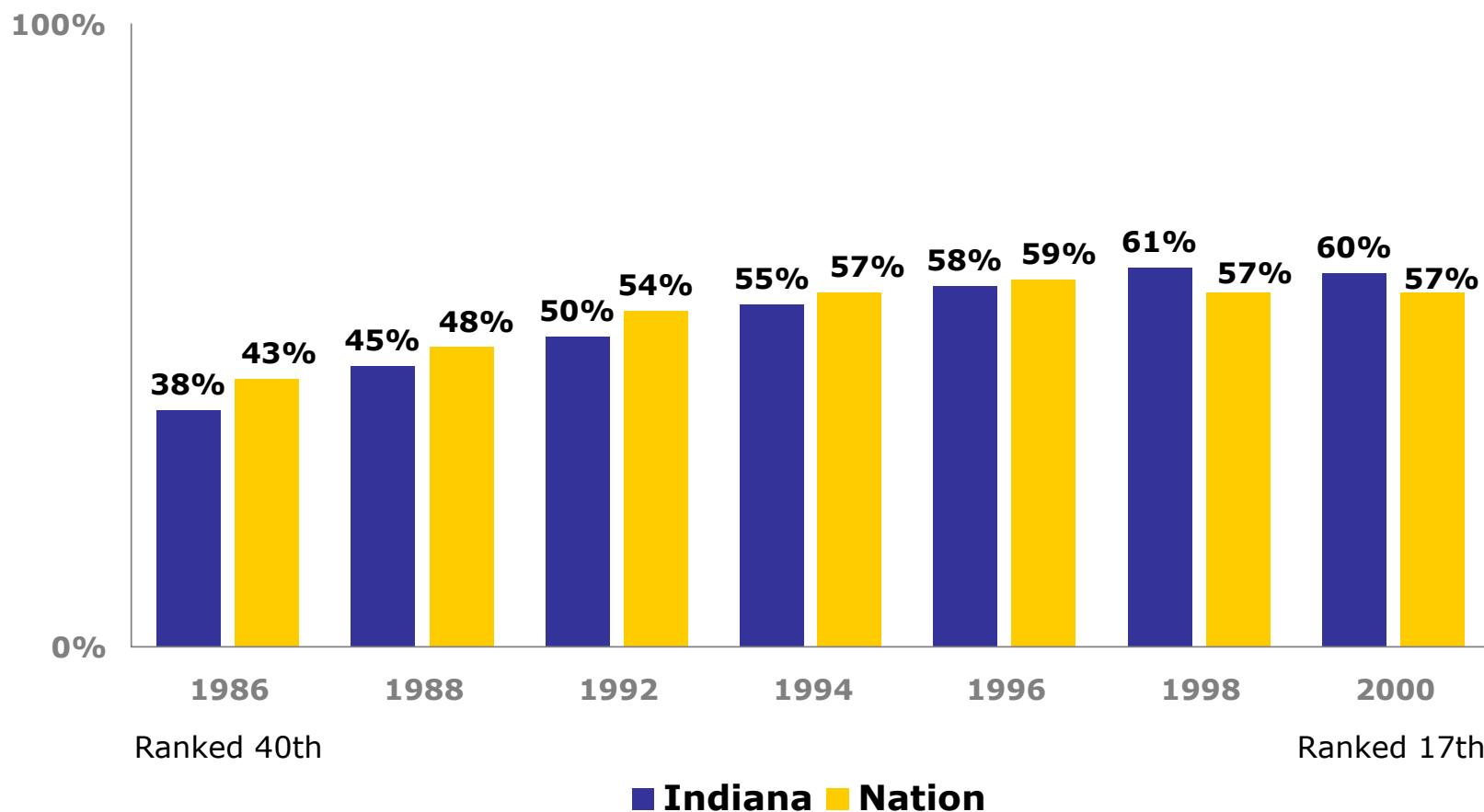


Source: Indiana Department of Education.

Despite Improvements, Not Enough Indiana Students Complete College

More students are going to college

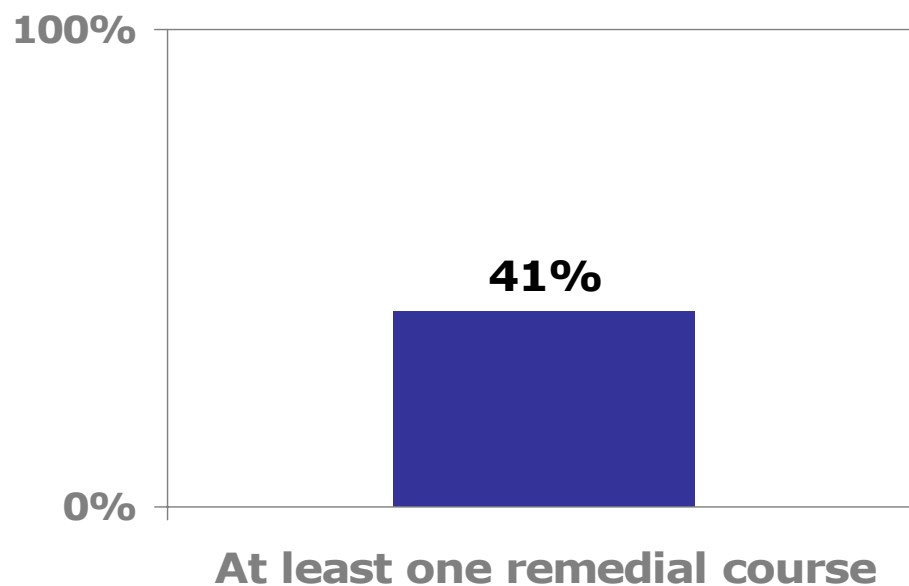
% of high school graduates enrolled the next fall in postsecondary education



Source: Postsecondary Education Opportunity, Oskaloosa, Iowa.

But too many college freshmen are not prepared

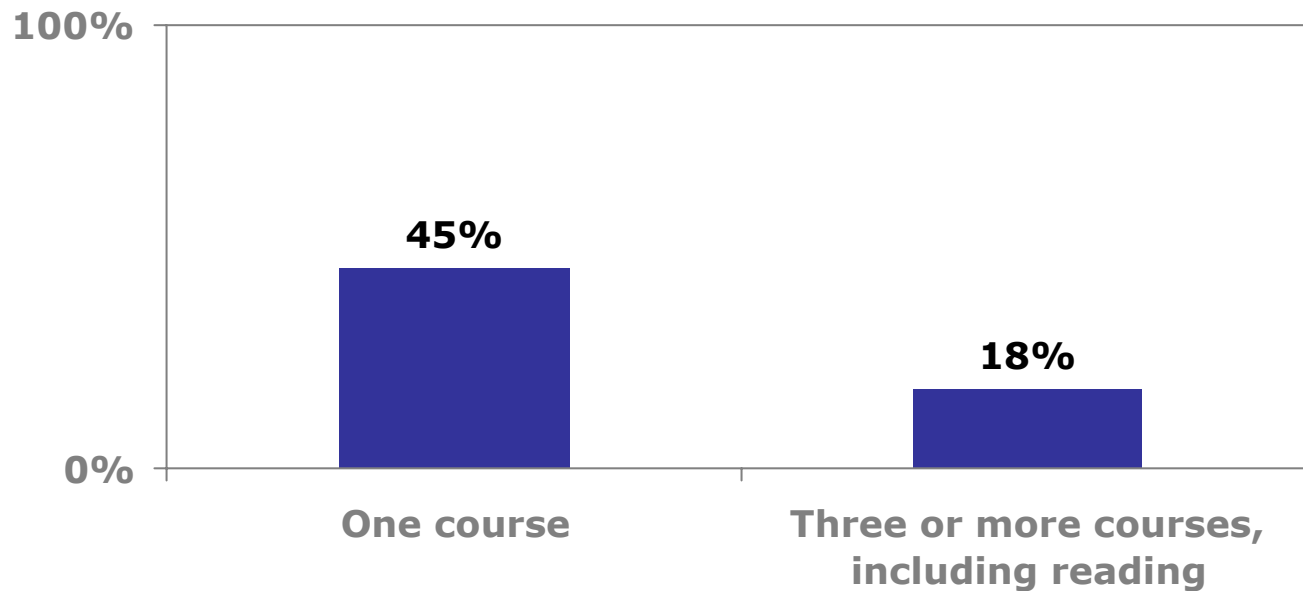
% of American college freshmen needing to take remedial (high school-level) courses



Source: NCES, *Condition of Education*, 2004, June 2004 (1992 12th graders who enrolled in college).

Students who take remedial courses are much less likely to finish college

% of students enrolled in remedial courses who earn a bachelor's degree



Source: American Diploma Project, from NCES, 1998.

**Preparation for success,
can't wait until high school ...**

Early learning and school readiness is key

- By kindergarten, 90% of a child's brain is developed.
- As many as 50% of American children are not fully prepared to succeed in kindergarten.
- Every \$1 invested in high-quality early care and education saves \$7.16 in welfare, special education and criminal justice costs.

Source: Zero to Three (2003), Early Education Trust (2003), National Institute for Early Education Research (2003)

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Early Learning and School Readiness Strategies

1. Involve parents in planning and implementation of all early learning and school readiness efforts.
2. Provide parents, pediatricians, and others who work with children with information regarding cognitive (brain) development and the importance of reading to infants and children.

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Early Learning and School Readiness Strategies

3. Guarantee access to appropriate health screenings and high-quality developmental check-ups for all children birth to age 7.
 - Advocate that pediatricians check every child with good screening instruments regularly throughout the preschool years so that problems can be identified and addressed early.
 - Train parents, child care workers, and others to use parent-based screening tools to flag potential developmental problems and provide guidance to effective interventions.
 - Facilitate efforts to address the over-subscription of African American children to special education.

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Early Learning and School Readiness Strategies

4. Focus on reading.

- Provide parents with information on what they can do to help their children become good readers.
- Identify and promote family and community literacy efforts.
- Provide professional development and training to help early care, preschool, and primary teachers master effective research-based reading strategies designed to make sure all children can read at grade level by the end of grade 3.
- Provide reading specialists at all primary grade levels to assist with reading instruction.
- Provide formative reading assessments throughout the primary grades.
- Provide immediate additional assistance to students with identified needs and to students not expected to be reading at grade level.

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Early Learning and School Readiness Strategies

5. Make sure every child has access to high quality programs that help prepare them for school.
 - Make voluntary preschool available for children academically at-risk.
 - Provide appropriate professional development and training to help early care and preschool teachers master effective research-based reading strategies.
 - Provide professional development and training to help early care and preschool teachers effectively work with and engage parents in early learning and school readiness efforts.
 - Provide parents with information and training to support their student's learning and to strengthen school involvement skills.
 - Ensure that a system is in place in each community to facilitate a child's transition from preschool to formal school experience.

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Early Learning and School Readiness Strategies

6. Ask Indiana employers to invest in the state's future workforce by providing or partnering to provide high-quality child care options for employees.
 - Find incentives for employers to offer high-quality child care.

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Early Learning and School Readiness Strategies

7. Make high quality Kindergarten available for all children.

- Support full-day Kindergarten for all children.
- Make Kindergarten attendance mandatory.
- Provide Hoosier children with the same advantage children across the country receive by making the statewide age for Kindergarten entry comparable with other states.

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Early Learning and School Readiness Strategies

8. Establish an Early Learning and School Readiness Commission for coordinating birth to age six early learning and school readiness experiences, giving greater priority to children and family issues, and working to increase the efficiency and effectiveness of programs that serve children and families.
 - Build on successful initiatives currently in place to integrate early childhood services and expand collaborative partnerships with business, education, human services, health, mental health, and others to support early learning.
 - Measure results of early learning and school readiness strategies over time to promote strategic planning and collaboration within government, as well as between government and communities.

Moving forward ...

We are making solid progress as a state

- Among the very best K–12 academic standards and accountability system in the country
- From 40th to 17th in percentage of students going to college
- More than 60% complete Core 40, more than doubled since 1997–98
- Solid gains on ISTEP+, SAT and NAEP tests at all levels
- More than twice as many 8th graders taking Algebra I
- Record 324,000 students now attending Indiana colleges
- 95% of classrooms are connected to Internet

... but

There's still much more to do

- Too many Indiana children fail to receive the early learning experiences necessary to enter school ready to learn.
- Too many students aren't reading at grade level by Grade 3.
- Too many students aren't meeting academic standards as they progress.
- Too many students drop out of high school.
- Too few Indiana students even start college.
- Even fewer Indiana students stay until they receive a degree.
- The demand for more knowledge and skills is escalating.
- Other states and countries are not standing still.

P-16 Plan

- Phase I – Strategic framework outlining steps that need to be taken Adopted October 2003
- Phase II – Implementation details
 - Current work with recommendations to be completed prior to 2005 General Assembly
 - Evaluate current expenditures, realize efficiencies, leverage resources, prioritize strategies, and make critical investments to bring about the student achievement outcomes the state desires.

Indiana's P-16 Plan for Improving Student Achievement



For more information:

www.edroundtable.state.in.us